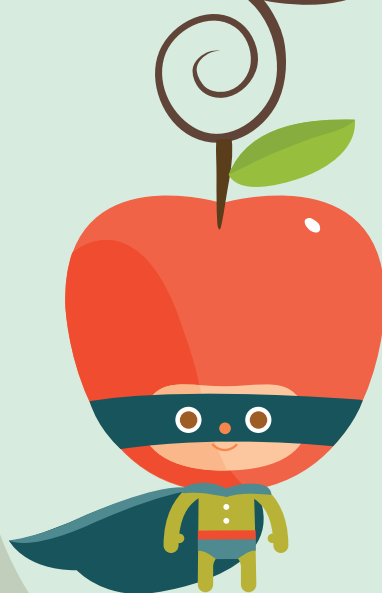


HARVEST HEROES!



THE ALTRUISTIC* APPLES

*al-troo-is-tik - unselfishly concerned for or devoted to the welfare of others



For food stamp information, call 877-847-3663. Funded by the USDA Supplemental Nutrition Assistance Program, an equal opportunity provider and employer.



How to Complete the Network Time Log

(This is a government approved form, need we say more?)

Please honor the requirements, or we will all suffer, as may our funding:

- 1. Complete all sections. This really should be quick!**
(If you make a mistake, just cross out, and do not use white out.)
- 2. Please submit your completed time log at the end of each month to:**
 - a. Your Site Lead Teacher (SLT) at your school, or,
 - b. If no SLT, via district mail to Nutrition Services, Attn: Kristin Fyfe
- 3. If you are also completing a time log for East LA College Nutrition Network, hours recorded here cannot also be recorded there. Do not duplicate hours.**
- 4. Questions? Contact us anytime – we want to support you!!**
Call us: x7967, x7966
E-mail us: mattson_piper@montebello.k12.ca.us, or fyfe_kristin@montebello.k12.ca.us
- 5. THANK YOU for your patience, diligence and understanding.**

EXAMPLE

WRITE IN INK ONLY, NO PENCIL					
1. Name _____		WRITE IN ONE MONTH ONLY.			
Please print: First _____ Last _____					
Job Title _____		School/Location _____		Month _____	

2. Time					TOTAL HOURS ONLY; DO NOT WRITE "HOURS."
WHOLE HOURS OR IN INCREMENTS OF .25 HOURS IN DECIMAL FORM ONLY.					
Week 1	Week 2	Week 3	Week 4	Week 5	MONTHLY TOTAL
Indicate number of hours per week and month—record time in 15 minute increments in decimal format (.25, .5, .75 for partial hours)					

3. Signature					
I certify that documented time is from Allowable Activities listed at the bottom of this page.					
Signed _____			Date _____		
SIGN AND DATE (IN INK) AFTER MONTH END. DATE SIGNED MUST BE AFTER LAST DATE OF WEEK WITH RECORDED TIME.					
FOOTNOTES: SEE CHART—Supernovae Designer Signature _____ Date _____					
PLEASE TURN IN AT THE END OF THE MONTH TO SITE LEAD TEACHER (SLT) OR NUTRITION SERVICES (IF NO SLT).					

CONGRATULATIONS!

You are doing your part to preserve nutrition education funding at MUSD.

FOR OFFICE USE ONLY:

Montebello Unified School District—Contract # 06-55103

☐ State Share (Non-*Network* funds)☐ Federal Share (Network sponsored activities)

Project Coordinator: Piper Mattson, x 7967

Network for a Healthy California

Time Log 2009-10

1. Name _____ Grade _____

Please print:

First

Last

Job Title _____ School/Location _____ Month _____

2. Time

Week 1

Week 2

Week 3

Week 4

Week 5

MONTHLY TOTAL

Indicate number of hours per week and month—record time in 15 minute increments in decimal format (.25, .5, .75 for partial hours)

3. Signature

I certify that documented time is from Allowable Activities listed at the bottom of this page.

Signed _____ Date _____

FOR OFFICE USE ONLY: Supervisor/Designee Signature _____ Date _____

PLEASE TURN IN AT THE END OF THE MONTH TO SITE LEAD TEACHER (SLT) OR NUTRITION SERVICES (IF NO SLT).

Allowable Activities

Nutrition Education in a Classroom/Group Setting (children/adults):

- Nutrition education classes using approved resources (e.g., Dairy Council, Team Nutrition, Dietary Guidelines for Americans, Harvest of the Month).
- Read books on nutrition or encourage artwork or essays on topics of nutrition, e.g., the importance of fruits and vegetables.
- Conduct cooking classes and/or taste tests with healthy foods as part of a nutrition education lesson/activity (e.g., Kids Cooking Week).
- Teach nutrition via CD ROM/ Internet/computer programs.
- Teach nutrition education as a stand alone subject area or integrated with core subjects.

Children/Student Nutrition Education outside a Classroom Setting (as a component of a structured curriculum):

- Participate in nutrition education field trips (do not include transportation time or costs) such as tours of farmer's markets linking nutrition education on fruits and vegetables in classroom with field trip visit.
- Garden-based nutrition education
- Cafeteria-based nutrition education activities/promotions which are part of a structured program that is connected to classroom instruction (e.g., Harvest of the Month, Welcome Back).

Nutrition Education at Special Events (students/adults):

- Nutrition education at special events (e.g., Open House, health fairs, school assemblies, Library Nutrition Events).
- Physical Activity Promotion (as a component of a broader Nutrition Education intervention) (children/students/adults)
- Promote increased physical activity as a component of a nutrition education intervention.

- Give advice on where to access low- or no-cost physical activities.
- Present one-time physical activity demonstrations that educate about and promote physical activity.
- Nutrition Education Project Evaluation:
- Conduct program planning and evaluation as an essential part of developing/implementing effective nutrition education programs

Nutrition Promotion Activities:

- Disseminate/sponsor newsletters, videos, CDs, or web pages on good nutrition or physical activity integrated as part of nutrition education
- Provide brochures or posters that focus on nutrition and may include a Food Stamp Program promotion message.
- Set up nutrition displays (e.g. Harvest of the Month or My Pyramid posters with pictures of fruits and vegetables with nutritional messages).

Staff Training/Professional Development:

- Develop/attend nutrition education events such as workshops, conferences, seminars, trainings, which may include the role of physical activity plays in health, and provide clear and direct benefits to the food stamp audience being served and are within the activities of the SOW.

Administrative Tasks Related to the Network Contract:

- Spend time completing documentation for the Network contract (e.g. progress reports, monthly time logs).
- Perform general clerical tasks in support of Network projects (e.g., travel claims, photocopying)

Other Activities:

- (Must be listed in approved Scope of Work Project Summary)

Approved format 04/02/08

EVALUATION

SEP 2009

APPLES

Teacher Name (first & last): _____ School: _____ Grade: _____ Date: _____ # Students: _____

Please answer the following questions to help us better serve nutrition education needs in the classroom. **When complete, please forward this, along with completed TIME LOG to Nutrition Services by OCTOBER 2nd.** Thank you. Funding of this program depends on both forms being completed.

General Questions

1. How much time did you spend on this nutrition unit? _____ hours
2. Do you send the parent newsletter home? _____
3. Do you hear from parents about this program? _____

Packet Contents

	1	2	3	4	5
Packet length					
Usefulness of background info (Top Secret Info., Grow-etry poem)					
Utility of suggested teaching timeline					
Student activities useful and grade-appropriate					
Effectiveness at integrating other content areas					
Favorite components? Write in: _____					

Nutrition Concepts Emphasized

	Yes	No
Importance of fruits and vegetables		
Nutrients of featured produce		
Trying new foods		
Seasonality of produce		
Identifying varieties; distinguishing among fruits/vegetables		
Balance and moderation in diet to reach nutrient goals		
Other? Write in: _____		

Behavioral Outcomes Observed

	Yes	No
Students are more willing to try foods		
Students are asking parents to try foods/buy fruits, vegetables		
Students want to know more about fruits and vegetables		
Students are talking to their peers about healthier alternatives		
Students are noticeably eating more fruits, vegetables at school		
I don't notice any change in student behavior		
Students are becoming more negative about fruits, vegetables		
Other? Write in: _____		



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LITERATURE LINKS

EATYOURBOOKS

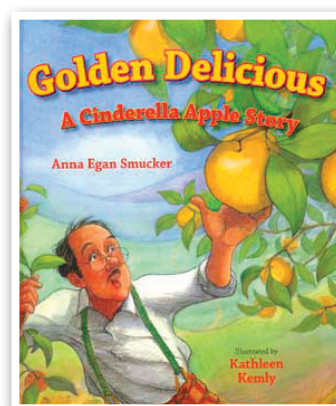
EAT YOUR BOOKS is a collection of picture books and lessons provided on a wire rack in every elementary school library, designed as a companion to the Harvest of the Month lessons. Every month, Montebello Nutrition Services updates the rack with a new children's book based on the promoted fruit or vegetable.

Want to receive these monthly books for free this coming school year? When you commit to becoming an Annual Subscriber, and conduct the taste test and lessons every month, we will send you these texts! Call x7967 for more information.

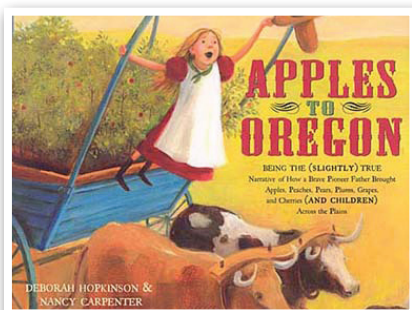
If you are unable to devote time every single month, you can still check out these books from the library and photocopy the supplied lessons (or become friends with an Annual Subscriber!).

This month's featured title:

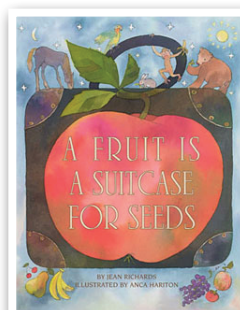
Golden Delicious: A Cinderella Apple Story



More titles on the rack you might find useful in teaching the apple lesson this month. (For more literature ideas, visit <http://www.cfaitc.org/Bookshelf/Bookshelf.php>.)



Apples to Oregon
by Deborah Hopkinson



A Fruit is a Suitcase for Seeds
by Jean Richards



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TEACHING SUGGESTIONS

WEEK 1: Sept 7-11

1. Help define apples with a Circle Map® (LET'S DEFINE APPLES, page 1) or KWL Chart. Ask students where they got this information. (Students can add to Circle Map® over next few weeks.)
2. Read GROW-ENTRY poem and other particulars about apples on TOP SECRET INFO. pages.
 - Add learned items to Circle Map®.
3. Learn about the apple life cycle with A HERO IS BORN, page 2.
 - Through this process, apples obtain nutrients that help us grow and fight for good health.
 - Discuss definition of a nutrient (see TOP SECRET INFO pages).
4. COLOR THE APPLES, page 3.
 - Apples are fruits. Fruits and vegetables have nutrients that help our health.
5. In prep for HOW TO PICK THEM activity (Week 3, page 10), bring an apple to class, and periodically observe characteristics as it ages and becomes less desirable.
6. Place Apple hero flag in room (provided). Recite APPLE CHANT (on flag, or on page 4.)
7. 3rd and 4th grades: Read *Golden Delicious: A Cinderella Apple Story*, September's EAT YOUR BOOKS book (info on preceding page).

WEEK 2: Sept 14-18

1. Pass out APPLE FAMILY TREE (page 5) and sample TREE MAP® (page 6) to students.
 - Emphasize peak season of apples (fall), sharing the benefits of eating them now vs. out of season (see TOP SECRET INFO.).
 - Have them create a Tree Map® categorize apple varieties by color, country of origin, taste, when their season starts, etc.
 - Create a Double Bubble Map® to compare and contrast two apples (this can also be done AFTER the taste test to compare these two highlighted apples).
 - Which ones have students tried, or seen at market? Ask them to select a new variety they would like to try, and articulate why they are inspired to try it with a short paragraph.
 - Point out that apple varieties are nutritionally similar, though physically distinct; students can receive apple "powers" (or nutrients) from any kind of apple.
2. Reinforce eating fruits and vegetables in season with 'TIS THE SEASON, pages 7-9.

WEEK 3: Sept 21-25

1. Learn about HOW TO PICK THEM, activity on page 10. Use apple brought in week 1 to compare.
2. Conduct TASTE TEST; utilize USE YOUR SENSES worksheets (pages 13-17).
3. After the tasting, add the experience to the Circle Map® created in week 1. Compare feelings before and after the taste tasting using different colors.

WEEK 4: Sept 28-30

1. Discuss some ways to eat apples and obtain their nutrients (VARI" EAT"Y, pages 11-12).
2. If grade appropriate, students can write a letter home, WHAT I'VE DIGESTED, page 18, and take a PARENT NEWSLETTER home, pages 19-20.
3. Complete TIME LOG and EVALUATION. Please forward to Nutrition Services by the end of the month. Thank you!

CORE MESSAGES

Every month, we will provide core messages here that build upon prior months' to help expand students' nutrition knowledge.

Refer to the TOP SECRET INFO pages for additional details.

This month's messages:

1. **Fruits and vegetables are 2 of 5 food groups with unique nutritional benefits.**
2. **You need fruits and vegetables for good health.**
3. **The substances in foods that benefit our health are called nutrients.**

HOUGHTON-MIFFLIN PACING GUIDE POSSIBILITIES - Theme 1:

3rd: Off to Adventure

Try new things—new types of apples, new types of produce in September ('TIS THE SEASON)

4th: Journeys

Travel the regions of CA to see what's grown; travel the seasons.

5th: Nature's Fury

Growing apples—what can happen? What makes for a prosperous season?

Refer to footnotes on individual activity sheets for connections to the California Content Standards (when applicable).



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TOP SECRET INFO.

GROW-ETRY

Apples have resided on this planet for over 2 million years

They have had a long, disease-fighting career!

It wasn't until the 1800's when they said, "California, westward ho!"

Along the central and northern coasts, is where they began to grow.

There are 7,500 types of apples,

Quite a variety with which one must grapple...

Some are wild, some cultivated – that's how they're grown,

The 12 varieties of California have features all their own...

There's the Gala and Fuji, so juicy and crisp when you chew,

Braeburn and Jonagold are of a red and slight cream hue...

And who ever said that superheroes cannot wear hot pink?

If you dare diseases to tell Pink Lady, she will do them in before they blink!

As for Granny Smith, she's bright green and quite tart

But still nutritious, so take heart

Red Delicious, Golden Delicious, well, their names say it all,

They add wonderful flavors to Fall!

Did you know that apples "bob"?

But that is hardly their only job...

Potassium helps the body's fluid balance; fiber keeps the intestines flushed,

Fiber also "scrubs" your teeth, dentists call an apple "nature's toothbrush" ...

Enjoy them raw for maximum crunch

Or have an applesauce snack, or pack it in your lunch

Try them dipped in yogurt, or paired with some cheese

Or in a salad or some pancakes, you will like one of these ways, guaranteed!

In the fall is when our trees bear amazing apples at their peak,

When you shop for them at the store, there is a good technique:

Make sure the skin's shiny, the feel is firm, and no bruises found throughout,

If it is soft and wrinkly, the apple is past its prime—be a watchful apple scout!

The Born "Altruistic" Identity

The altruistic apple provides us nutrition

Without a thought to its own condition

How unselfishly it grows

When one day it knows

It will be eaten, fulfilling its health mission.

APPLE FILE



TOP SECRET INFO.

ORIGINS

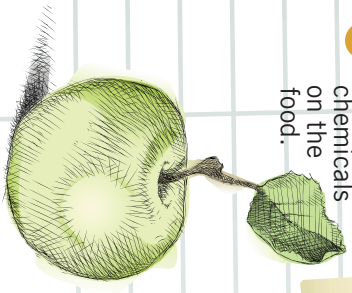
Wild apple trees once produced hundreds of tiny, sour fruits full of seeds, hardly a fruit that anyone would eat. Some believe it was the Romans who discovered they could cultivate these wild apples into fleshy, sweet, and juicy fruits. More history at <http://urbanext.illinois.edu/apples/history.html>.

WHEN IN SEASON

Different peak months from summer to fall allows us to savor different apples "in season" from from July to November. And thanks to efficient storage methods, we can enjoy apples for months past their peak!

APPLES ALL YEAR LONG?

WHY BUY IN SEASON?
Benefits of buying in CA-grown produce in season are: improved taste, lower cost, and decreased pollution from delivery of out-of-state produce, and less need for anti-spoilage chemicals on the food.



what's that white chalky stuff?

Born with their own natural wax coating, it's lost when processed and washed. The wax is replaced by an FDA-approved one to help apples maintain their quality. The wax may whiten on the surface if they have been exposed to hot or moist environments (the whitening or chalky appearance is similar to that of a candy bar when you place it in the freezer!).

WHAT IS NUTRITION?

Nutrition is the study of:

- how food nourishes the body
- the study of nutrients in the body
- and sometimes also the study of human behaviors related to food.

Why pay attention to nutrition when there is so much more to think about? How about this: sustenance for the body provides for the creativity, (positive) risk taking, energy and enthusiasm that drive our intellects and innovation. Habits like breakfast, adequate intake of fruits and vegetables, calcium, or balanced meals allow for the mind and body to be their sharpest. Practice good nutrition and attend to saving the planet.

AN APPLE A DAY

The old saying, "An apple a day, keeps the doctor away" comes from an old English adage, "To eat an apple before going to bed, will make the doctor beg his bread."

THEY CLEAN TEETH TOO?

Dentists call the apple "nature's toothbrush" ... apple fibers gently scrub the teeth; and chewing keeps help the teeth and gums healthy by eliminating bacteria in the mouth.

flip pages to learn about an apple's

superpowers

WHAT'S A NUTRIENT?

Substances in foods that help our bodies grow and stay healthy. Examples of nutrients are vitamins and minerals, as well as carbohydrates, protein, fat, and water.

APPLE FILE



TOP SECRET INFO.

SUPER POWERS

CARBOHYDRATES

WATER

Vitamin C

Vitamin A

Potassium

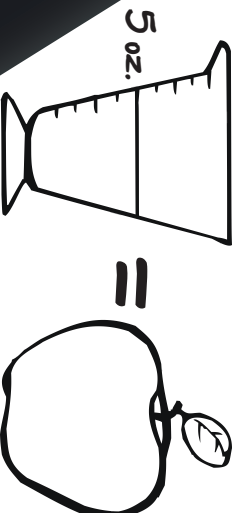
Fiber

Iron

As you can see, apples have a bushel-load of powers. Here's a closer look at WATER...

While we can live several weeks without other nutrients in food, without water we would die in a few days. It is recommended you consume at least eight 8-ounce cups of water daily, but not all this fluid needs to come from cups. All fruits and vegetables, like juicy apples, are mostly water!

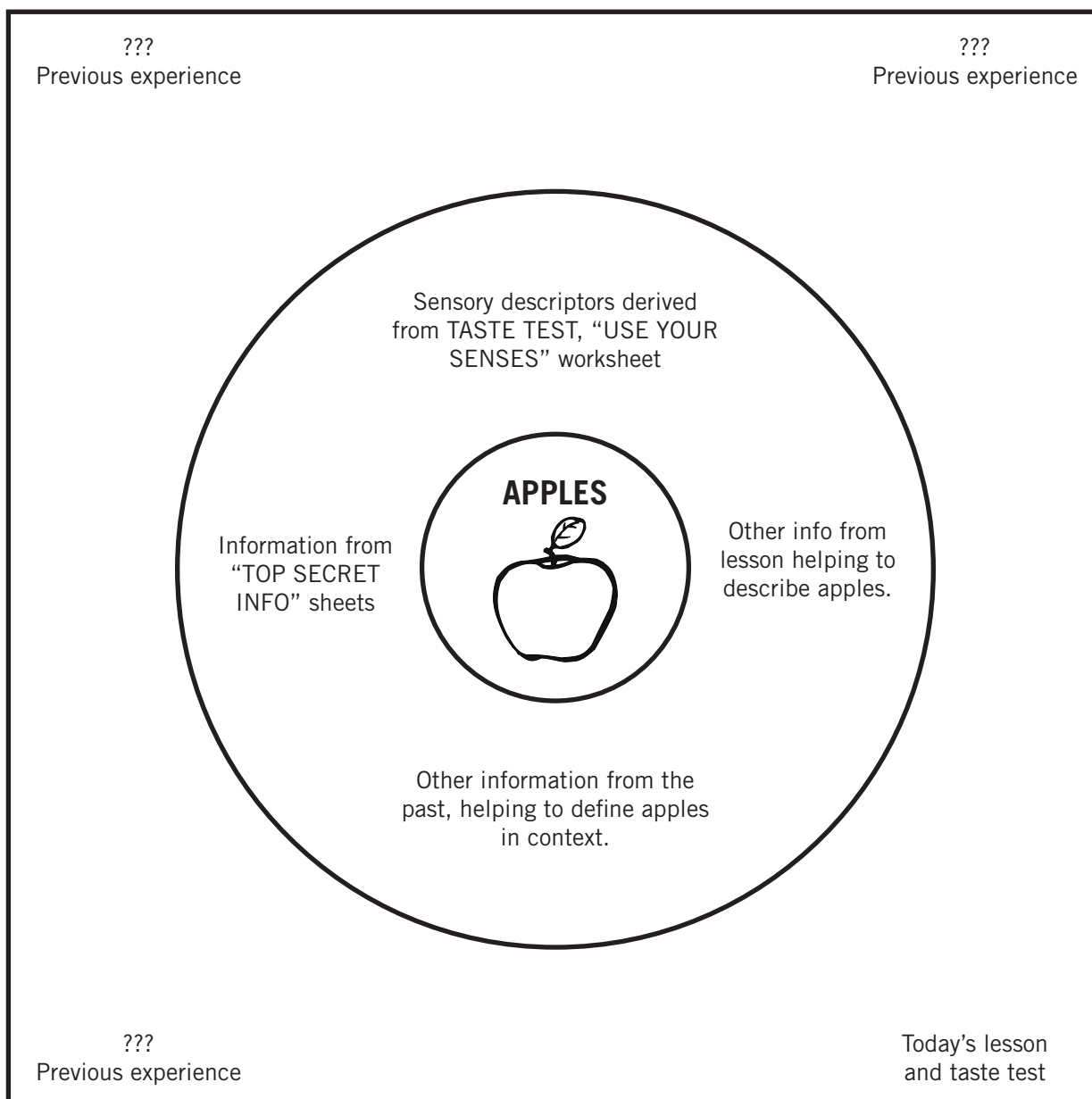
And how much water is in one medium apple? 5 ounces! That's almost one cup!



APPLE FILE

LET'S DEFINE APPLES

EXAMPLE CIRCLE MAP®



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ENG LANG ARTS CONTENT STANDARDS

3rd: Reading Comp 2.2, 2.5
4th: Reading Comp 2.3, 2.5
5th: Reading Comp 2.1, 2.3
6th: Reading Comp 2.2



A HERO IS BORN: HOW DOES AN APPLE GROW?

DIRECTIONS: Draw the stages from blossom to apple-sized hero.

An apple blossom
(flower) grows.

Bees pollinate the
flower.

The petals fall off the
flower

A small apple begins
to grow.

During the summer,
the apple grows larger.

As they grow, apples
store nutrients inside
them.

In the fall, the apples
ripen.

Apples are harvested
from July to
November.

We enjoy apples. Their
nutrients help us grow
and fight for good
health!

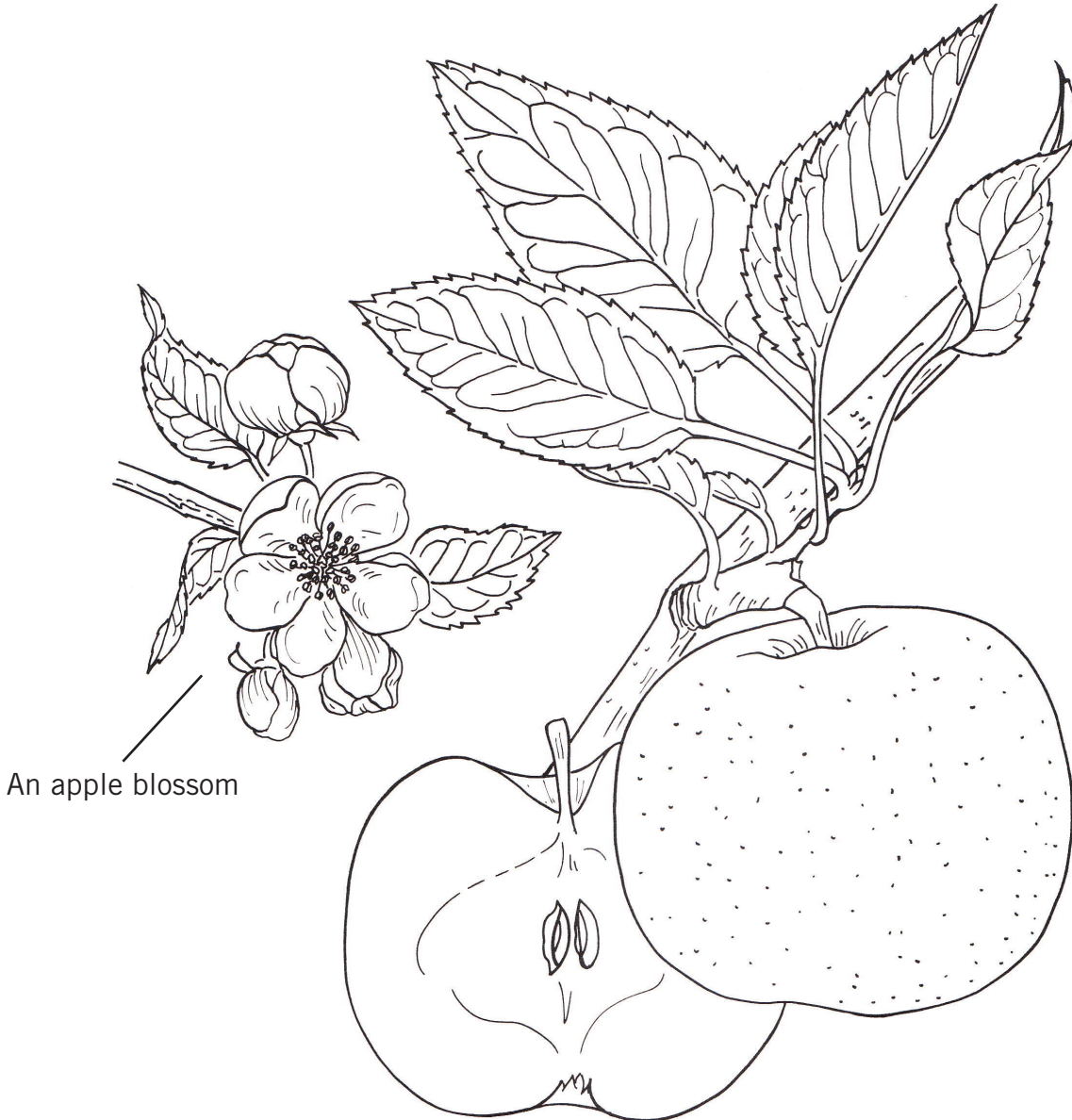


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COLOR THE APPLES

All apples have nutrients. They may be different colors like red, green or yellow.



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APPLE CHANT

Have fun reinforcing the apple lesson with the following chant. The teacher will cry out to the class, “When is an apple an apple?” and students will shout back with a couple lines at a time as seen below.

WHEN IS AN APPLE AN APPLE?

Teacher: When is an apple an apple?

Student: *An apple could be an apple if it is round!
And green or red or yellow, not brown!*

Teacher: When is an apple an apple?

Student: *An apple could be an apple if it is a fruit!
From a tree, not a stalk, not a root!*

Teacher: When is an apple an apple?

Student: *An apple could be an apple if it's autumn!
When they are ripe, crunchy and juicy when you bought them!*

Teacher: When is an apple an apple?

Student: *An apple could be an apple if it is called!
Gala, or Granny Smith—but those aren't all!*

Teacher: When is an apple an apple?

Student: *An apple could be an apple once you know
All about one, inside and out, to tell you so!*

*So take a look, take a bite, and see
If you know an apple from a pear or a pea!*



THE ALTRUISTIC APPLES
September's Harvest Hero



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ENG LANG ARTS CONTENT STANDARDS

K: Reading 1.17, 1.18
1st: Reading 1.16
2nd: Reading 1.16



APPLE FAMILY TREE

Several types of apples are grown in California as you can see below. Four main varieties are highlighted here, and other examples of other California-grown apples are shown on following page. For more information about apple varieties, check out www.calapple.org > Apple Education > Variety Availability.

DIRECTIONS:

1. Create a Tree Map® to categorize apple varieties by color, country of origin, taste, when their season starts, etc.
2. Create a Double Bubble Map® to compare and contrast two apples.
3. Select a new variety you would like to try, and explain why with a short paragraph.

GALA

- Origin: New Zealand
- Introduced to US: 1972
- Peak season: Jul-Dec (but available through May)
- Color: red is dominant, but Galas have pinkish-orange stripes over a yellow background
- Taste: crisp, aromatically-sweet
- Shape: heart-shaped (a reminder that all apples are excellent sources of fiber which may lower cholesterol levels, and help to protect the heart)
- Powers: water, fiber, vitamin C, potassium, traces of 11 other nutrients, and acts as a “tooth cleaner”!
- Also: Galas are the first apples of the season



GRANNY SMITH

- Origin: These apples were discovered by “Granny” Anne Smith in Australia in the 1860’s.
- Introduced to US: 1868
- Peak season: mid Aug-Dec (but available year-round)
- Color: pale to bright green
- Taste: crisp, tart-sweet
- Powers: water, fiber, vitamin C, potassium, traces of 11 other nutrients, and acts as a “tooth cleaner”!
- Also: like many apples, slightly larger at top than bottom (Never thought of grandma saving the day, huh? Must be all the working out she does to build that upper body strength.)



GOLDEN DELICIOUS

- Origin: West Virginia in 1914
- Peak season: late Aug-Dec (but available year-round)
- Color: golden yellow to yellow-green, and lightly freckled
- Taste: sweet, crisp, and juicy
- Shape: strawberry-shaped
- Powers: water, fiber, vitamin C, potassium, traces of 11 other nutrients, and acts as a “tooth cleaner”!
- Also: when sliced, its flesh doesn’t darken as quickly as other apples, making it great for salads



FUJI

- Origin: Japan
- Introduced to US: 1980s
- Peak season: Sep-Mar (but available year-round)
- Color: red is the dominant color, red striping over a yellow green to reddish pink background
- Taste: crisp, juicy, syrupy-sweet
- Size: large to X-large (disease fighting isn’t for the weak you know)
- Powers: water, fiber, vitamin C, potassium, traces of 11 other nutrients, and acts as a “tooth cleaner”!
- Also: they store and travel well due to a dense, crisp interior



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ENG LANG ARTS CONTENT STANDARDS

3rd: Reading Comp 2.6, 2.7
4th: Reading Comp 2.1, 2.5
5th: Reading Comp 2.1
6th: Reading Comp 2.3, 2.4



APPLE FAMILY TREE

EXAMPLE TREE MAP®

Types of California-grown Apples



DIRECTIONS: Create your own Tree Map® here, or on another page:



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'TIS THE SEASON

BACKGROUND INFO: Nutrients in the food we eat help your body grow strong and healthy. Vitamins are one type of nutrient. Read over how the vitamins below help your body and what fruits and vegetables at the market provide them. Review the produce stand on the next page to learn about which of these fruits and vegetables are in season now. Why would you want to buy local (California-grown) produce in season (see TOP SECRET INFO.)?

DIRECTIONS: After reviewing the PRODUCE STAND (top portion), answer the questions below.

Nutrient	VITAMIN A	VITAMIN C	VITAMIN B6
Function	Healthy function of eyes, skin, kidneys, respiratory system and digestive tract in your body.	Healthy gums, protects your body against infection and helps wounds heal.	Helps support the immune system, and important in metabolism (helps body make and use energy).
Fruits and vegetables that have it	Butternut squash Carrots Cantaloupe Cooked greens Mangos Pumpkin Spinach Sweet Potatoes	Apples Bell peppers Brussels sprouts Cantaloupe Cauliflower Strawberries Tomatoes Watermelon Yellow squash	Asparagus Avocados Bell peppers Cantaloupe Cauliflower Grapes Spinach Tomatoes Watermelon

1. Which foods above have 2 of the featured nutrients? _____
Which ones have 3 of them? _____ Does this mean that cantaloupe is more “nutritious” than butternut squash, or apples? Why or why not? _____

2. Think about the foods that have Vitamin A. Do you notice any similarities in their physical description (for example, color). If any, write them down here: _____ What about within the other vitamins?
3. Circle the foods above that are in season now (refer to the PRODUCE STAND on the following page). Name 2 benefits of buying foods in season (see the TOP SECRET INFO. pages): _____ and _____.
4. Create a Tree Map® of each of the vitamins above, based on when the produce is in season: a) in September, or b) at another time of the year (see example on PRODUCE STAND page).

RIDDLE: How could you eat apples out of season to get vitamin C in December?



KEY

'TIS THE SEASON

Nutrient	VITAMIN A	VITAMIN C	VITAMIN B6
Function	Healthy function of eyes, skin, kidneys, respiratory system and digestive tract in your body.	Healthy gums, protects your body against infection and helps wounds heal.	Helps support the immune system, and important in metabolism (helps body make and use energy).
Fruits and vegetables that have it	Butternut squash Carrots Cantaloupe Cooked greens Mangos Pumpkin Spinach Sweet Potatoes	Apples Bell peppers Brussels sprouts Cantaloupe Cauliflower Strawberries Tomatoes Watermelon Yellow squash	Asparagus Avocados Bell peppers Cantaloupe Cauliflower Grapes Spinach Tomatoes Watermelon

1. Which foods above have 2 of the featured nutrients? bell peppers, cauliflower, spinach, tomatoes
Which ones have 3 of them? cantaloupe Does this mean that cantaloupe is more “nutritious” than butternut squash, or apples? Why or why not? Not necessarily. Each fruit and vegetable may be higher in some nutrients, and perhaps lower in others. Eating a variety of fruits and vegetables helps us to receive different nutrients, which helps our bodies to function and grow in the way they are meant.
2. Think about the foods that have Vitamin A. Do you notice any similarities in their physical description (for example, color). If any, write them down here: Orange, yellow flesh—beta carotene supplies this pigment. Our bodies convert beta carotene into vitamin A, which plays an important role in promoting good vision, and normal body growth.
3. Circle the foods above that are in season now (refer to the PRODUCE STAND on the following page). Name 2 benefits of buying foods in season (see the TOP SECRET INFO. pages): 4 benefits listed on TOP SECRET INFO
4. Create a Tree Map® of each of the vitamins above, based on when the produce is in season: a) in September, or b) at another time of the year (see example on PRODUCE STAND page).

RIDDLE: How could you eat apples out of season to get vitamin C in December?



PRODUCE STAND



EXAMPLE TREE MAPS®

Produce with Vitamin A		Produce with Vitamin C		Produce with Vitamin B6	
September	other seasons	September	other seasons	September	other seasons
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____



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HOW TO PICK THEM

DIRECTIONS:

1. Read the last 4 lines of the Grow-etry poem (last sentences) and review the descriptions below on the left and right-hand sides.
2. Which are qualities you want to look for when picking out a tasty one at the market? Circle, or color in the YES PLEASE! descriptions with a green color; and the NO THANK YOU! ones with a red color.
3. Draw and label two different apples in the spaces provided with the correct descriptions: one that you would take home with you, and one that you wouldn't!

firm to the touch

YES PLEASE!

brown spots

yields to pressure

(DEFINITION: when pressed, the fruit is soft, and gives in)

shiny skin appearance

wrinkly

(DEFINITION: having many lines or folds)

NO THANK YOU!

dull skin appearance

(DEFINITION: lacking brightness, vividness, or sheen)

has been stored in warm temperatures

bruised

(DEFINITION: an injury appearing as an area of discolored skin)

has been stored in cold temperatures



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ENG LANG ARTS CONTENT STANDARDS

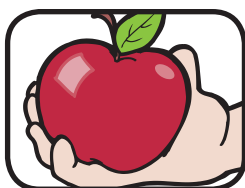
3rd: Reading Comp 2.2
4th: Reading Comp 2.3
5th: Reading Comp 2.5
6th: Reading Comp 2.3



VARI“EAT”Y

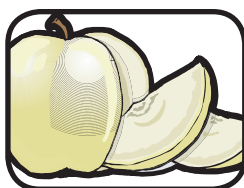
DIRECTIONS:

1. As a class discuss the variety of ways to eat apples. What other ways do you enjoy them?
2. For more suggestions on how to eat a variety, visit www.fruitsandveggiesmorematters.org > click on the “Cooking” Tab at the top > click on the “Fruit & Vegetable Recipe Search” link on the left side of the page > type “apple” in the Keyword Search box. From the apple recipes that pop up, pick out a recipe that sounds appetizing. and either: 1) make it and report to the class about it, or 2) draw a picture of it, and write about why it sounds delicious.
3. Apples can be enjoyed anytime during the day: breakfast, lunch, dinner or as a snack. Create a Tree Map® to organize at what meals you think the dishes could be eaten (example provided). Add pictures to your Tree Map®.



On the go

Raw apples with the skin provide the most punch!



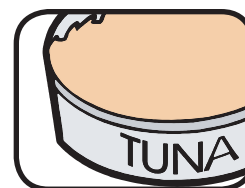
Apple wedges

Can be spread with low- or non-fat cream cheese.



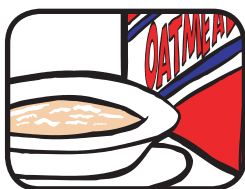
In a sandwich

Add a twist to a PB&J sandwich by adding crunchy apple slices.



Add to chicken or tuna salad

Diced apples add crunch, texture



In breakfast cereal

Mix apple chunks into hot cereal.



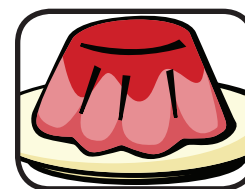
Pancakes

Mix chopped apples into the batter.



Dip for yogurt

Dip apple slices in vanilla low- or non-fat yogurt.



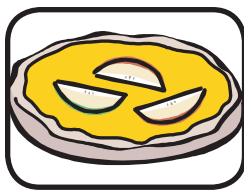
In gelatin

Add diced or sliced apples to your favorite flavor.



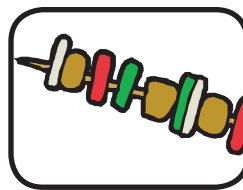
Waldorf salad

Add to salad greens cut up apple, celery, raisins and walnuts, with a low-fat creamy dressing.



Apple pizza

Sliced apples on an english muffin, topped with shredded cheese, quickly melted in the microwave.



Kebobs

Apple wedges with low-fat breakfast sausages or with low-fat cheese squares.



Apple sauce

Go for some “no sugar added” applesauce.



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ENG LANG ARTS CONTENT STANDARDS

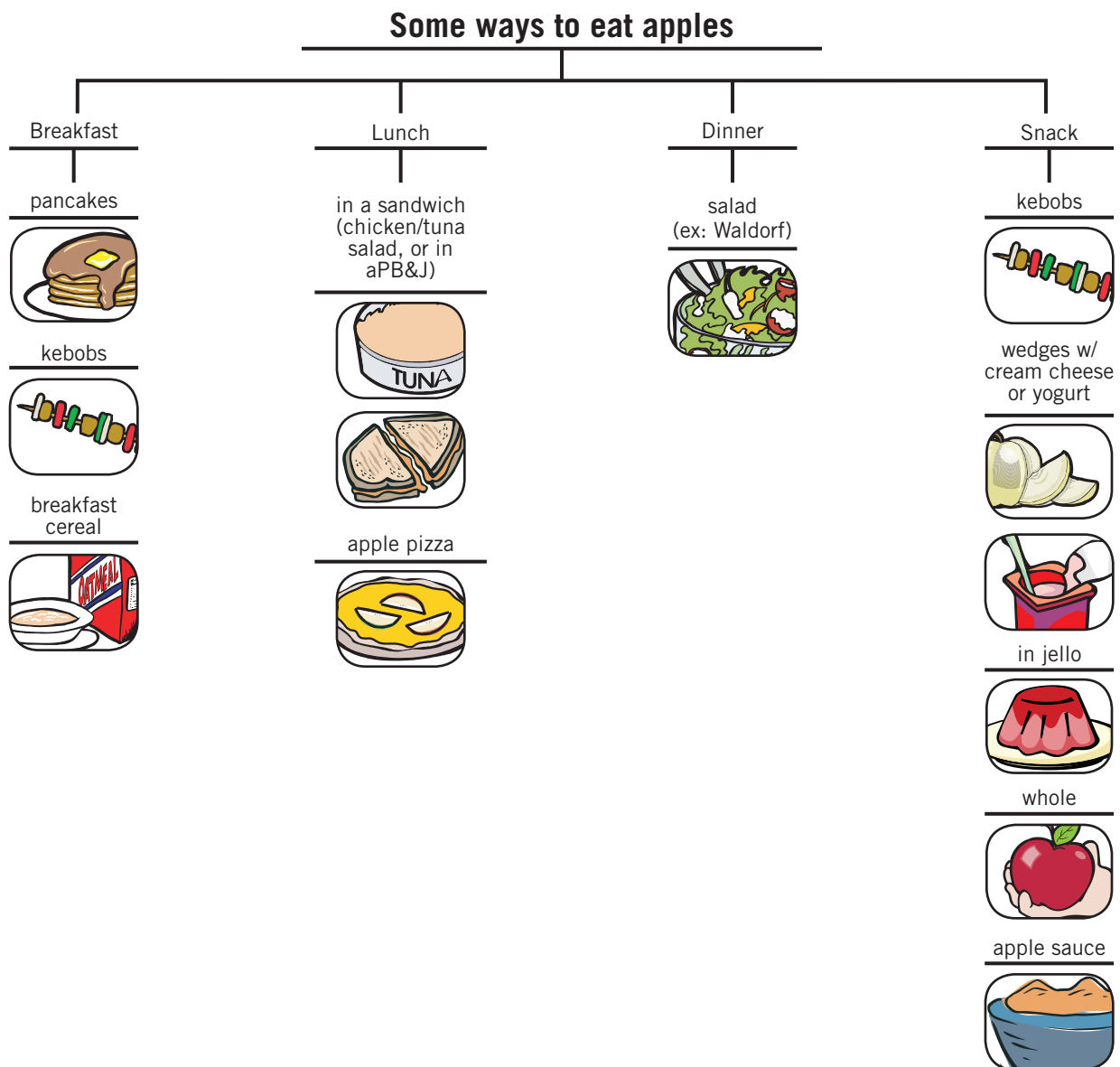
3rd: Reading Comp 2.3
4th: Reading Comp 2.1, 2.5
5th: Reading Comp 2.1, 2.2, 2.3
6th: Reading Comp 2.2, 2.3, 2.4



VARI“EAT”Y

EXAMPLE TREE MAP®

NOTE: Food items can (and should!) belong to more than one meal category. Following are possibilities.



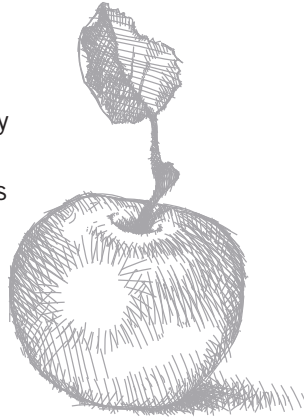
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TASTE TEST: DIRECTIONS

TOOLS NEEDED

- Granny Smith and Golden Delicious apples (whole, and portioned samples, delivered by cafeteria)
- Plates, plastic knife, napkins, plastic gloves (delivered by cafeteria)
- *How to Pick Them* activity (enclosed)
- *Use Your Senses* sheets (enclosed)



ACTIVITY

- Have students wash their hands properly with soap (or at least rub thoroughly with hand sanitizer).
- Show the whole apples. Discuss their physical, and nutritional characteristics. How are they similar? Different?
- Before tasting, ask the class to engage their senses... observing, smelling and touching the apples first. Write observations on *Use Your Senses* sheets.
- Invite class to taste them. Discuss/conduct an experiment of what would happen if cut apples were left out, and how adding an acid (lime/lemon/orange juice) prevents the oxidation/discoloring process.
- Note all of their sensory observations on the board. Observations can be recorded on the *Use Your Senses* worksheet (sample answers provided). Survey the class's opinion about the taste (see *Chart the Results* page).

APPLE FILE



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TASTE TEST: LABELS

DIRECTIONS: Cut out the following labels, fold in half, and place in front of the produce.

granny smith manzana granny smith apple	golden delicious manzana granny smith apple
--	--



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USE YOUR SENSES

DIRECTIONS: Describe sensory attributes of an apple. Use a Double Bubble Map® to compare two different apple varieties.

sight

smell

touch

taste

sound
(when bitten)



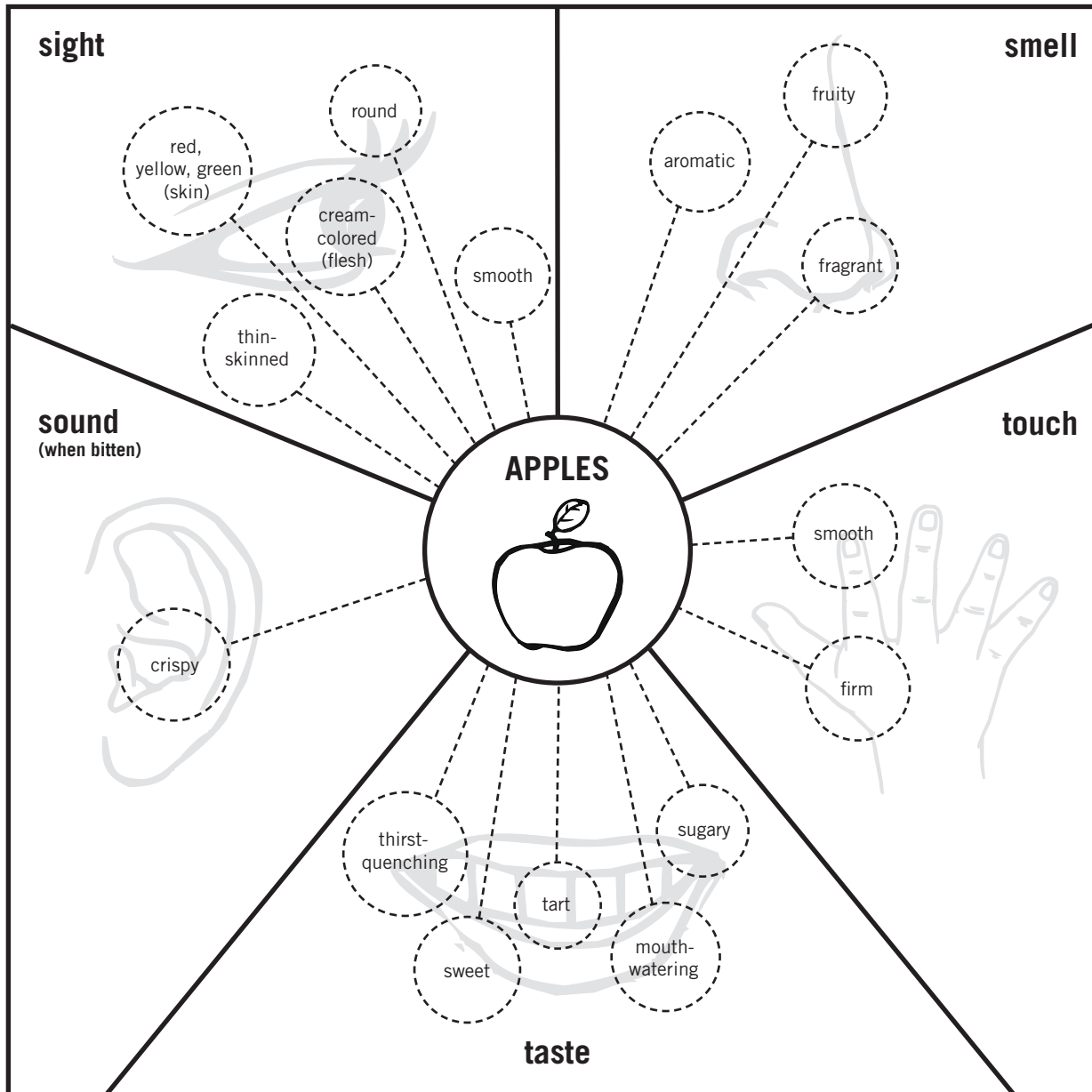
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USE YOUR SENSES

EXAMPLE BUBBLE MAP®

Sample sensory attributes of an apple using a Bubble Map® divided among 5 senses for illustration. Consider having students use a different color for each group (sense). Lines have been placed below to show separation between the categories.



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ENG LANG ARTS CONTENT STANDARDS

3rd: Reading Comp 2.2, 2.3, 2.5
 4th: Reading Comp 2.5
 5th: Reading Comp 2.3, 2.4, 2.5
 6th: Reading Comp 2.3, 2.4



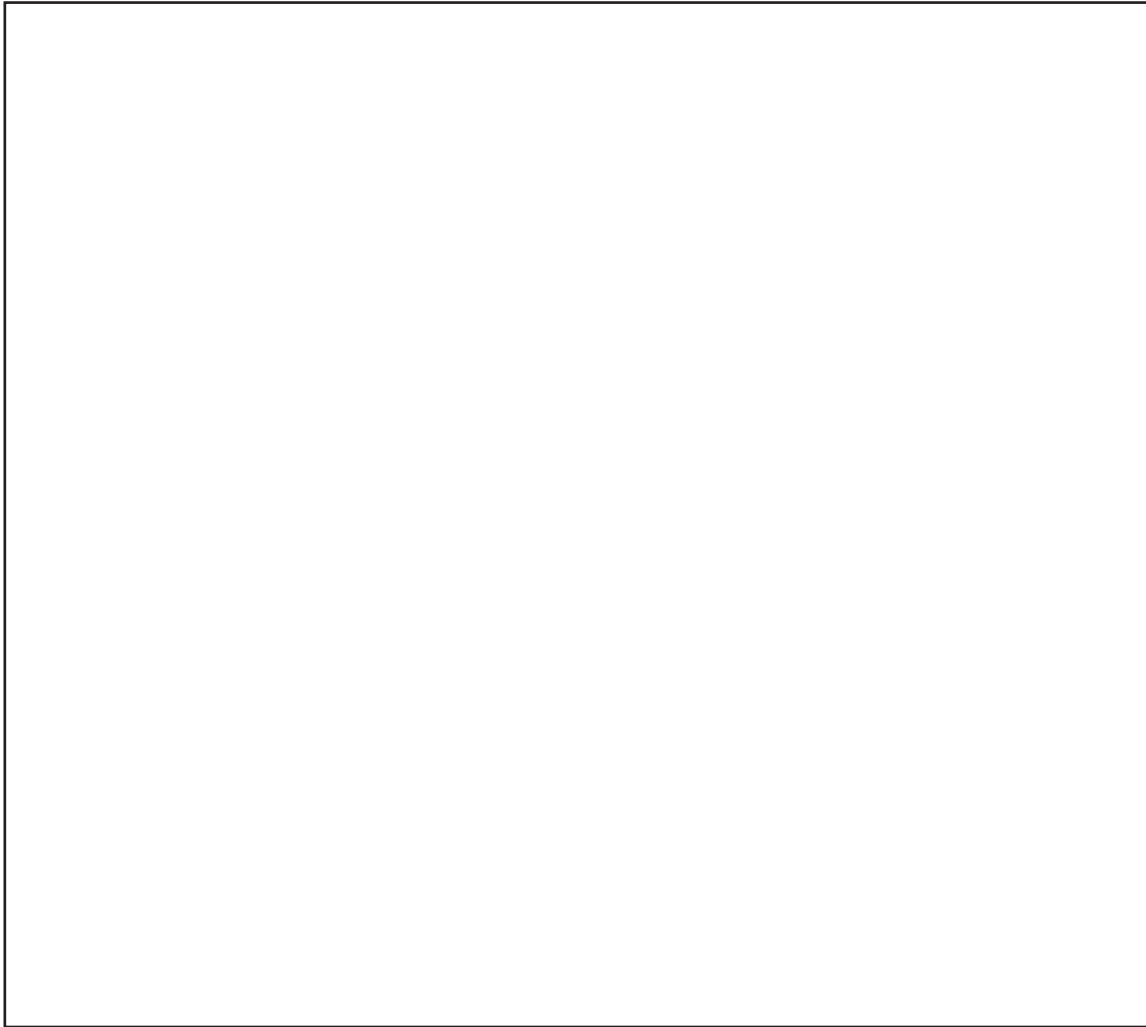
Name: _____

CHART THE RESULTS

_____ Class

Apple Taste Test Results

Number of Students



Golden Delicious

Granny Smith



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MATH CONTENT STANDARDS

3rd: Mathematical Reasoning 2.3
4th: Mathematical Reasoning 2.3
5th: Mathematical Reasoning 2.3
6th: Statistics, Data Analysis, And Probability 1.0, 2.0



WHAT I'VE DIGESTED...

Date: _____

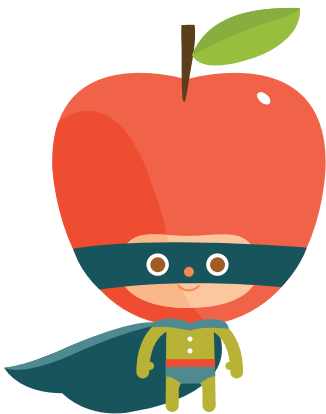
Dear _____,

I tasted _____ at school this month.

I learned three interesting things: _____,
_____, and
_____.

Next time we go to the grocery store, can we buy apples?!! One way I'd like to try them is _____. Maybe we can find some apple recipes, or use the one from the Harvest of the Month parent newsletter I brought home.

Love,



THE ALTRUISTIC* APPLES September's Harvest Hero

* \al-troo-is-tik\
unselfishly concerned for or devoted
to the welfare of others

ENG LANG ARTS CONTENT STANDARDS

3rd: Reading Comp 2.2, Writing Appl 2.1
4th: Reading Comp 2.1



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Harvest of the Month®

September

TUNA APPLE SALAD

Ingredients:

(Makes 4 servings at ½ pita each)

- 2 (6-ounce) cans water packed tuna, drained**
- 2 tablespoons minced red onion**
- 1 apple, cored and chopped**
- ¼ cup chopped celery**
- ¼ cup raisins**
- 3 tablespoons fat free Italian dressing**
- 2 cups salad greens**
- 2 pita breads, cut in half OR**
- 4 slices whole wheat bread**

1. In a small bowl, stir tuna, onion, apple, celery, raisins and two tablespoons of dressing together.
2. In another bowl, toss salad greens with remaining dressing.
3. Carefully open pita breads and fill with equal amounts of tuna mixture and greens.

Adapted from: *Everyday Healthy Meals*, Public Health Institute, 2007.

Health and Learning Success Go Hand-in-Hand

Healthy eating can help with your child's success in school. Studies show that fruit and vegetable consumption improves memory and classroom behavior. Explore, taste and learn about eating more fruits and vegetables and being active every day. The **Harvest of the Month** featured fruit is

apples



Nutrition Facts

Serving Size 1 medium apple (154g)

Amount per Serving

Calories 80 Calories from Fat 2

% Daily Value

Total Fat 0g **0%**

Saturated Fat 0g **0%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 2mg **0%**

Total Carbohydrate 21g **7%**

Dietary Fiber 4g **15%**

Sugars 16g

Protein 0g

Vitamin A 2% Calcium 1%

Vitamin C 12% Iron 1%

Source: www.nutritiondata.com

Helping Your Kids Eat Healthy

- Dip apple slices in calcium-rich lowfat yogurt or protein-filled peanut butter.
- Freeze 100 percent apple juice in an ice tray or in a paper cup with a popsicle stick and serve for dessert.
- Use applesauce to make reduced-fat baked goods. Replace shortening or oils in baking with an equal volume of applesauce plus one-third of the oil called for in the recipe.
- Ask your child to help pick out apples at the grocery store.
- Discuss with your child what your favorite fruits or vegetables are, why you like them and your favorite ways to eat them.

For more ideas, visit:

www.harvestofthemonth.com

www.calapples.org

Let's Get Physical!

- "Walk to School" Week takes place the first week of October, so join in on your child's "Walk to School" Week activities. Visit www.cawalktoschool.com for more information.
- If walking to school is not possible, consider other safe places to walk — the library, park or around your neighborhood.
- Take a family walk after dinner.

For more physical activity ideas, visit:

www.kidnetic.com

www.verbnnow.com

Healthy Help

- Children who eat school meals are more likely to eat the recommended amount of fruits and vegetables every day than those who do not.
- Encourage your child to eat the school breakfast and lunch. Ask your child's teacher or call the school district's main office for more information.
- Review the school menu with your child and circle the meals that have apples in them.

Produce Tips

- Select apples that do not have bruises and are firm to the touch.
- Keep apples refrigerated to slow ripening and maintain flavor. When properly stored, apples can last over three months.
- To minimize browning, prepare fresh apple dishes just before serving, or pour 100 percent apple juice over fresh apple slices.



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La Cosecha del Mes

septiembre

La salud y el éxito en el aprendizaje van mano a mano

El comer saludablemente puede ayudar a que sus hijos sean más exitosos en la escuela. Las investigaciones indican que el comer frutas y vegetales mejora la memoria y la conducta en la escuela. Descubra, disfrute y aprenda a comer más frutas y vegetales y a mantenerse activa cada día.

En septiembre, **la manzana** es la fruta de **La Cosecha del Mes**.



Consejos saludables

- Los niños que comen las comidas escolares tienen mayor probabilidad de consumir la cantidad diaria recomendada de frutas y vegetales que aquellos que no las comen.
- Anime a que sus hijos coman el desayuno y almuerzo escolar. Pida más información al maestro de su hijo o llame a la oficina principal del distrito escolar.
- Revise el menú escolar con su hijo y marque las comidas que contienen manzanas.

Consejos "frescos"

- Las manzanas están disponibles todo el año. Seleccione manzanas que no estén magulladas y se sientan firmes al toque.
- Mantenga las manzanas en el refrigerador para reducir el proceso de maduración y retener el sabor. Si se mantienen bien almacenadas, las manzanas pueden durar más de tres meses.

Información Nutricional

Porción: 1 manzana mediana (154g)

Cantidad por Porción

Calorías 80 Calorías de Grasa 2

% Valor Diario

Grasas 0g 0%

Grasa Saturada 0g 0%

Grasa Trans 0g

Colesterol 0mg 0%

Sodio 2mg 0%

Carbohidratos 21g 7%

Fibra Dietética 4g 15%

Azúcar 16g

Proteína 0g

Vitamina A 2% Calcio 1%

Vitamina C 12% Hierro 1%

Fuente: www.nutritiondata.com*

¡En sus marcas, listos...!

- Durante la primera semana de octubre se llevará a cabo el "Día para Caminar a la Escuela". Le invitamos a que participe junto con su hijo en las actividades de este día especial para caminar. Camine con sus hijos a la escuela cada mañana como parte de su rutina normal.
- Si no es posible caminar a la escuela, camine a la biblioteca, al parque o por su vecindario.
- Camine con su familia después de la cena.

Para más ideas, visite:*

www.cawalktoschool.com

www.kidnetic.com

www.verbnow.com

* Los sitios web sólo disponibles en inglés.

ENSALADA DE MANZANA Y ATÚN

Ingredientes: (para 4 porciones)

2 latas (6 onzas) de atún en agua, escurrido

2 cdas. de cebolla roja picada

1 manzana picada

¼ taza de apio picado

¼ taza de pasitas

3 cdas. de aderezo italiano ligero

2 tazas de lechuga

4 rebanadas de pan de trigo integral ó 2 panes de pita, cortados a la mitad

1. En un recipiente, mezcle el atún, la cebolla, la manzana, el apio, las pasitas, y dos cucharadas de aderezo.
2. En otro recipiente, mezcle el resto del aderezo con la lechuga.
3. Ponga la lechuga y ensalada de atún en las rebanadas de pan, o abra y llene con cuidado el pan de pita.

Fuente: *Everyday Healthy Meals*, Instituto de Salud Pública, 2007.

Ayude a sus hijos a comer sano

- Sirva rebanadas de manzana bañadas con un yogur ligero rico en calcio o crema de cacahuate rica en proteínas.
 - Congele jugo 100% de manzana en un molde de cubitos de hielo o en un vaso de papel con un palito y sirva como postre.
 - Use el puré de manzana para preparar alimentos horneados bajos en grasa. Reemplace la manteca o el aceite por una cantidad igual de puré de manzana más una tercera parte del aceite que le indique la receta.
 - Platique con sus hijos sobre cuáles son sus frutas o vegetales favoritos, por qué les gustan, y la manera favorita de comerlos.
- Para más ideas, visite:*
- www.campeonesdelcambio.net
- www.calapples.org



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